DOCUMENT RESUME

ED 374 263 CE 067 186

AUTHOR Thomas, Audrey M.
TITLE Adult Literacy Volunteer Tutor Program Evaluation Kit. Adult Basic Education.
INSTITUTION British Columbia Ministry of Advanced Education and Job Training, Victoria.; National Literacy Secretariat, Ottawa (Ontario).
REPORT NO ISBN-0-7718-8792-2; ISSN-0820-9642
PUB DATE 89
NOTE 83p.
AVAILABLE FROM Curriculum Publications, Marketing Department, Open Learning Agency, 4355 Mathissi Place, Burnaby, British Columbia V5G 4S8, Canada (order no. VA0102: $16.10 Canadian; 20% educational discount).
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Basic Education; *Adult Literacy; Educational Practices; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Literacy Education; Program Development; *Program Evaluation; Program Implementation; Questionnaires; Tutors; Volunteers

ABSTRACT

This guide resulted from a project conducted to develop a process for evaluating adult basic education (ABE) tutoring programs. Through a literature search and discussions with ABE practitioners in Canada, a list of 17 statements of good practice was formulated. These statements were used as a basis for the development of a program questionnaire, a tutor questionnaire, and a learner questionnaire, which can be used to evaluate ABE programs. This document includes the list of statements of good practice and the three questionnaires, as well as a bibliography listing 20 books, kits, and reports and 42 journal and newsletter articles used in preparing the statements of good practice. Directions for implementing the program evaluation process also are included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 374 263

VA0102

Adult Literacy Volunteer Tutor Program Evaluation Kit

Adult Basic Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

M Waddington

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BC

Ministry of Advanced Education and Job Training, and
Ministry Responsible for Science and Technology

CE067186

BEST COPY AVAILABLE

Adult Basic Education

ADULT LITERACY
VOLUNTEER TUTOR
PROGRAM EVALUATION KIT

Prepared for the
Province of British Columbia
Ministry of Advanced Education and Job Training, and
Ministry Responsible for Science and Technology

and the

National Literacy Secretariat,
Department of the Secretary of State of Canada

by Audrey M. Thomas

Project Management by the Centre for Curriculum and
Professional Development, Victoria, B.C.
1989

Canadian Cataloguing in Publication Data
Thomas, Audrey M., 1938-
Adult literacy volunteer tutor program evaluation kit

(Adult basic education, ISSN 0820-9642)

Bibliography: p.
ISBN 0-7718-8792-2

1. Literacy programs - British Columbia - Evaluation. 2. Tutors and tutoring - British Columbia. 3. Elementary education of adults - British Columbia. I. British Columbia. Ministry of Advanced Education and Job Training, and Ministry Responsible for Science and Technology. II. Canada. National Literacy Secretariat. III. Centre for Curriculum and Professional Development. IV. Title. V. Series.

LC154.2.B7T46 1989 428'.007'15 C89-092155-5

For further information regarding adult literacy programs contact:
Coordinator, Adult Basic Education Programs
Ministry of Advanced Education and Job Training, and
Ministry Responsible for Science and Technology
Parliament Buildings, Victoria, B.C. V8V 1X4
Telephone: (604) 387-6176 Fax: (604) 356-8851

For further information regarding curriculum development contact:
Centre for Curriculum and Professional Development
Fifth Floor, 1483 Douglas Street, Victoria, B.C. V8W 3K4
Telephone: (604) 387-6065 Fax: (604) 387-9142

Copies of this publication can be ordered from:
Provincial Curriculum Publications
c/o Open Learning Agency, Marketing Department
P.O. Box 94,000, Richmond, B.C. V6Y 2A2
Telephone: (604) 660-2190 Fax: (604) 660-2272
Order Number: VA0102

Copyright, Province of British Columbia, Ministry of Advanced Education and Job Training, and Ministry Responsible for Science and Technology, 1989

Copies of the questionnaires, tally sheets and the program profile may be made for educational purposes provided that they are not sold for profit.

CONTENTS

ACKNOWLEDGEMENTS iv

USER GUIDE

Project Development 1
Good Practice Statements 5
Correlation of Statements in the Three Questionnaires 8
Suggestions For Use 9
Selected Bibliography 15

PROGRAM QUESTIONNAIRE

Program Profile

TUTOR QUESTIONNAIRE

Tutor Questionnaire Tally Sheet

LEARNER QUESTIONNAIRE

Learner Questionnaire Tally Sheet

EVALUATION FORM

ACKNOWLEDGEMENTS

As with any project, many people have contributed to the final shape of this one.

The project was jointly funded by the National Literacy Secretariat, Department of the Secretary of State, Canada and the British Columbia Ministry of Advanced Education and Job Training.

Barbara Bowmar of Okanagan College was consultant to the project.

The following people served as an Advisory Committee to the project:

Gwen Armstrong, Ministry of Advanced Education and Job Training;
Gary Dickinson, Okanagan College;
Keith Dunbar, Centre for Curriculum and Professional Development;
Fran Miller, College of New Caledonia; and
Carmen Rodriguez, Douglas College.

Gary Dickinson's advice on the shape of the main instrument was particularly valuable.

Cheryle Wilson patiently and efficiently entered text and revisions into the word processor.

Over one hundred people were involved in one way or another in the field testing of the instruments in the province. Cooperating in this effort were: Bill Graham, Katie Molloy, Ann McQuaid, Carol Leyland, Mark McCue, Mary-Alice Johnson, Jan Sawyer, Betty Knox and Maxine Veach, and Richard Darville. The willingness of these people to be involved in a rather lengthy process at a busy time of year was much appreciated.

Numerous literacy colleagues and friends from across Canada willingly shared their knowledge and opinions about evaluation in the adult literacy field and provided samples of instruments and reports.

The range of discussion about evaluation and the desire to have a process in place are signs of growing maturity in the adult literacy field and emphasize the timeliness of this project. It has been a challenging and stimulating project on which to work and, I heartily thank all those who have contributed.

Audrey M. Thomas
Project Coordinator and Writer

Adult Literacy Volunteer Tutor Program Evaluation Kit

USER GUIDE

Overview

THIS IS A SELF-STUDY EVALUATION KIT

The motivation for the evaluation comes from within the program.

For it to work, it has to be used by a program that takes seriously the idea that it can improve.

The evaluation is a participatory process and takes a fair amount of time to complete, but it is worth it!

The process:

- **encourages objective evaluation of the program;**
- **encourages upgrading of program conditions;**
- **suggests areas for growth;**
- **enables coordinators to focus on needs of tutors and learners;**
- **provides opportunities to plan ahead;**
- **promotes group spirit and discussion;**
- **provides a tool for in-service development; and**
- **provides a basis for program funding proposals.**

USER GUIDE

PROJECT DEVELOPMENT

Preamble

The challenge for this project was to develop a process which would help programs to examine their practice, reflect upon it and try to see how things could be done differently in the hope that this reflection would lead to action and improved programs. It is recognized that policies and funding determine practice in that programs usually adjust to the funds available. In the evaluation process developed, this has been turned around: we have tried to give programs indicators of what is currently considered the ideal in good practice and let the programs target what they would like to improve for the next year. When priorities have been decided upon, the decisions could then become the basis for program proposals to funding sources and thus, practice could help determine funding provisions.

Rationale

In the last two decades, adult literacy has emerged as a field of practice in its own right. The origins of many currently existing adult literacy programs in Canada can be traced back to the 1970s. However, as various events, reports and efforts in public awareness increased in the 1980s, so did the program offerings. Volunteers have been an essential part of adult literacy services in order to provide the individual attention and encouragement which so many adult learners need.

If adult literacy programs are to succeed with the learners, then programs have to put learners' concerns foremost. These concerns should carry over into program planning and provision. The British have used the term "good practice" for several years now in attempts to define the operational parameters for the adult literacy field. The U.S. Department of Education's Division of Adult Education has developed a set of "Quality Standards for Adult Education Programs" which have been applied to Adult Basic Education (ABE) programs. In addition, there is a growing body of research and literature on what constitutes effective adult literacy programs.

In May 1988, the International Reading Association (IRA) passed a Resolution calling for the development and promotion of "standards for volunteer tutoring programs and the training of literacy volunteer tutors", and "evaluation standards for literacy programs." In its background statement, the IRA acknowledged the contribution of volunteer tutors in the eradication of illiteracy, but called for well-designed preparation programs. They went on to deplore the fact that most existing volunteer literacy programs offer "as little as 10 hours or less of training." The IRA perceives the high drop-out rate being partially accounted for by program deficiencies and the lack of qualified tutors.

In British Columbia, the Executive of the Adult Basic Education Association of B.C. approved a statement on "Quality Literacy Programs" which was prepared by one of its committees and discussed at the Association's Annual Meeting and Conference in the spring of 1988. Thus, the field appears to be moving towards "quality control." This is a sign of maturity.

The need had been expressed for some kind of "tool" or "process" which could be used for program evaluation - either by the programs themselves (self-evaluation), or by someone external to the program should the need arise. Currently, no national standards exist in Canada. However, most literacy programs using volunteers do engage in some forms of evaluation which usually solicit feedback from learners and volunteer tutors about their experience(s) in the program. Funding and sponsoring bodies often require quantitative and other data as well to justify the disbursement of funds and/or a program's continued existence. It was in this developing climate of concern about "standards", "quality", and "good practice", that this project had its genesis.

Project Assumptions

In designing the process, there were several explicit assumptions:

1. The aim of the evaluation process is to improve program offerings.
2. Evaluation should be an ongoing internal process in the learning community, but there are times when others, not as closely involved with the program, may be called upon to do a review. Thus, the process to be designed could be used either internally or by an external evaluator.

3. The participants in the program - paid staff, tutors, other volunteers, and learners should all be involved in the evaluation process.

4. Programs, or learning communities, are interactive systems with many variables. A multi-faceted approach to evaluation is necessary to get the full picture.

5. The beliefs that adult literacy volunteer programs should be learner-centred, offer free tuition, be accessible and be placed in the context of lifelong learning, provided a philosophical or conceptual base for the evaluation.

Design Methodology

After an extensive literature and ERIC search (see Bibliography), literacy colleagues across Canada and in British Columbia were contacted in an attempt to assess the "state of the art" of evaluation in adult literacy programs. Some useful individual unpublished studies were read, and colleagues willingly shared their ideas as well as samples of evaluation questionnaires and other tools. Many practitioners are currently concerned with developing more appropriate assessment instruments to evaluate learner outcomes. This was not the major thrust of this project.

Our major concern was to evaluate the program. For the program as a whole there are two instruments: a Program Questionnaire and a Program Profile. The Program Questionnaire is the actual evaluation instrument. The Program Profile when completed provides descriptive and quantitative data.

The Program Profile is important because it gives a picture of the resources available for the program and provides background material to help explain the results of the Evaluation. It is also a cross-check on various administrative procedures such as essential record-keeping. It gives some idea of the program's performance and impact.

To construct the Program Questionnaire, the following procedures were followed. Various program components were identified. Then, clusters of conditions pertaining to each component were identified based on practice and the literature. A good practice statement was then written for each component and the supporting conditions listed underneath. The final instrument has seventeen good practice statements. (See pages 5 to 7.) A rating scale (from 1 to 5) was then developed for each statement.

The people involved in the evaluation have to decide where their program fits on the scale. After that decision is made, the evaluation leads into program planning for the next program year or cycle. The people involved decide what they could realistically accomplish in the next program round and what assistance they will require to attain their objectives. The system is flexible enough so that people can choose their own priorities for the coming year. This is important because different programs will have different concerns and different priorities, but the process helps to identify areas of strength and areas requiring improvement. It may also suggest some new ideas or ways of doing things that have not previously been thought of or tried.

It is strongly recommended that this program evaluation be done by a cross-section of program participants in a group process. However, in rural areas, where tutors and learners may be scattered over fairly long distances and in suburban areas, where numbers in the programs are large, it may be difficult to arrange a satisfactory group process. Hence, it was decided to develop two other instruments - a tutor's questionnaire and a learner's questionnaire. Each of these is keyed to the good practice statements which most directly impinge on the tutor and learner respectively. A correlation between the three instruments is found on page 8.

The Field Test

The instruments were field tested in different programs in British Columbia. The sites included: a northern community college with three programs in different sized communities; an interior rural program site of a community college; a large well-established suburban community college program; an independent community literacy program; and two school board programs. The independent and college programs chosen all use volunteers in one-to-one tutoring situations. One of the school board programs has a mix of activity - a "drop-in" learning centre with tutors, and a one-to-one tutoring component away from the centre. The other school board program operates a large centre with several part-time instructors and has a small corps of volunteers who give individual help to learners working in the centre. Thus, a mix of program sites and program types was chosen. In addition, some experienced literacy workers attended or conducted a group evaluation to get a firsthand impression of how the process worked and of any "problem-spots" with the instruments. After the results were in and analyzed, some modifications were made to the instruments.

GOOD PRACTICE STATEMENTS

A. PHILOSOPHY

A quality adult literacy program has a clearly written philosophy or mission statement which is communicated to the people involved with the program and is reviewed regularly.

B. PLANNING

A quality adult literacy program regularly plans and sets goals and objectives consistent with its philosophy. It carries out these activities in a participatory manner.

C. COMMUNITY INVOLVEMENT AND LINKAGES

A quality adult literacy program is aware of the resources and needs of the community in which it is located. It establishes and maintains links with various referral sources and community agencies as well as other relevant educational programs and organizations. It regularly reviews its community and organizational relationships.

D. AWARENESS ACTIVITIES - Recruitment, Public Relations, Advocacy

A quality adult literacy program initiates a community awareness program to attract potential learners and volunteers and to gain support for the program and literacy issues from other sectors of the community.

E. ACCESS

A quality adult literacy program operates from an identifiable and accessible location. It provides flexible time and place arrangements for instruction and facilitates access to other learning opportunities.

F. FACILITIES AND EQUIPMENT

A quality adult literacy program operates in facilities which are comfortable, adequately serviced and equipped to meet administrative, instructional and program support needs.

G. ADMINISTRATION

A quality adult literacy program uses paid professional staff and is consistently well-managed and run.

H. PARTICIPATION

A quality adult literacy program encourages the participation of learners and volunteers in as many different aspects of the program as possible consistent with its philosophy.

I. STAFF TRAINING AND DEVELOPMENT

A quality adult literacy program uses well-trained professional staff who keep up-to-date with developments in the field.

J. TUTOR TRAINING

A quality adult literacy program offers tutors a comprehensive training program which is presented using a variety of instructional techniques and group formats.

K. VOLUNTEER TUTOR SUPPORT SERVICES

A quality adult literacy program provides a broad range of support services for its volunteer tutors.

L. LEARNER ASSESSMENT

A quality adult literacy program uses a variety of flexible, learner-centred assessment procedures when learners enter the program, while they are being tutored and when they leave the program.

M. LEARNER SUPPORT SERVICES

A quality adult literacy program provides a broad range of support services for its learners.

N. INSTRUCTIONAL STRATEGIES

A quality adult literacy program uses instructional strategies which help adult learners progress towards their learning goals.

O. MATERIALS

A quality adult literacy program uses a wide variety of instructional materials appropriate for adults and consistent with the program's philosophy, as well as a wide variety of supplementary support and resource materials.

P. PROGRAM EVALUATION

A quality adult literacy program engages in ongoing evaluation to assure program effectiveness and involves learners, tutors, staff and other interested parties in the process.

Q. FUNDING

A quality adult literacy program has adequate, ongoing funding to provide necessary resources for staffing, facilities, materials and other support services the program needs to fulfill its mission.

CORRELATION OF STATEMENTS IN THE THREE QUESTIONNAIRES

Good Practice Statement	Program Q	Tutor Q[1]		Learner Q[2]	
		Major	Minor	Major	Minor
Philosophy	A		A		
Planning	B		A C		7
Community Linkages	C		A F		
Awareness Activities	D		A		1
Access	E			4	2
Facilities and Equipment	F			5	
Administration	G	F			3
Participation	H	C		7 to 9	
Staff Training and Development	I				
Tutor Training	J	A			
Volunteer Tutor Support	K	B			
Learner Assessment	L			12 to 14	
Learner Support Services	M			6	9
Instructional Strategies	N	E		11	
Materials	O	D		10	
Program Evaluation	P		C	15	7
Funding	Q				

1. For the Tutor Questionnaire, the lettered statements in the "major" column most closely correlate with the statement in the Program Questionnaire. Some aspects of other statements in the Program Questionnaire are reflected in the lettered statements in the "minor" column.

2. In the Learner Questionnaire, the numbers in the "major" column refer to questions in the Program Evaluation section of that Questionnaire and most closely correlate with the statements in the Program Questionnaire. Other correlations appear in the "minor" column.

SUGGESTIONS FOR USE

Implementation

There are four instruments. The correlation table shows how the three evaluation instruments are linked. A small program in which nearly everyone could participate in an evaluation process might only need the main Program Questionnaire as a guide. Larger programs or ones where people are scattered over large distances may need to distribute and collect the individual questionnaires for Tutors and Learners to get the feedback required.

The ways in which the various instruments are used will probably vary with each program. It is recommended that the evaluation be done once a year or at the end of each program cycle if there is more than one of these in a twelve month period. However, when you choose to do it will depend on your own schedule and needs. If the planning aspect is to be taken seriously, then enough time should be allowed for an evaluation strategy to be implemented as well as for a discussion of the results including decision-making on priorities for the next year or cycle. You may decide to go through the evaluation process around the middle of the program year, perhaps during a less busy time. The advantage then would be that you possibly could make some adjustments while the program was operating instead of waiting until the next year.

Here are some ways in which different kinds of programs could use the process.

1. A small program of say, a dozen matched pairs in an isolated town or rural area, may want to call a meeting of all the tutors and ask them to come for a daytime or evening session of about three hours to discuss the program. They could be asked to invite any interested learners to come along as well. If it were just a tutor group, the coordinator might have the tutors fill out the tutor questionnaire ahead of time as a "warm up" to the meeting. At the meeting, the tutors could discuss their ratings and comments together. They would get to know how others were managing

and feeling about the program and it would give the coordinator immediate feedback and an opportunity to discuss any of his/her concerns. The coordinator might then select a few other statements from the Program Questionnaire to generate further discussion.

2. Another strategy might be to circulate a copy of the seventeen good practice statements as presented in this manual ahead of time and ask the tutors which ones they would like to discuss at length at the meeting. The Program Questionnaire then becomes a more detailed resource for the meeting.

3. If your program has regular tutor meetings or in-service sessions, you could select one or two of the statements to generate in-depth discussion about the implications of the statement and the attached conditions, and begin to analyze what they really might mean to your program. Other interested community members might be invited to participate as well.

4. In larger programs, twenty matched pairs or more, the group process could not involve everyone without becoming unwieldly. Here, a representative group of tutors and learners could be chosen to be part of the evaluation team with professional staff. Feedback from the other participants would have to be by questionnaire.

5. A respected "third party" or someone at arm's length from the program might be invited in to facilitate a group evaluation session.

6. In a drop-in learning centre arrangement where tutors work with different learners and are under professional supervision, the tutor questionnaire may not prove very applicable. However, these tutors could be invited to participate in a group evaluation or discussion around the statements in the Program Questionnaire.

7. After you have done your first complete evaluation, you may decide that on subsequent occasions you will just focus on the statements which received the lowest ratings and reassess those areas.

As you work with the instruments, different ways of using them in your own situation will probably occur to you.

Programs will have to use their own ingenuity in administering the **Learner Questionnaires**. Some learners may be capable of filling it out on their own, but the responses may not be very revealing. More information might be obtained if the tutor and learner sat down and worked through it together in one of their sessions. That could then generate some discussion about surveys, market research and so on. Learners might even be encouraged to write their own questionnaires or suggest additional questions on a topic.

In smaller programs, it might be possible for coordinators to interview the learners in person or on the telephone. Alternatively, another "third party" not known to the learner, but connected with or having an interest in the program could ask the questions. In some programs a learners' meeting might be held and some of the questions discussed there and learners' suggestions recorded.

By now, you will realize that the kit is a tool to get you started on your own evaluation strategy or process. Every program should have an evaluation and it is worth building in the time to the program to do it well.

Specific directions for use are attached to each of the questionnaires. If individual questionnaires are distributed, you will have to add your own cover note indicating such things as purpose and deadline for return. Questionnaires will have to be collected and the results collated and analyzed. Results should be shared as much as possible through meetings or in annual reports.

The **Program Profile** is the fourth instrument. As indicated this is not an evaluation instrument per se, but provides an opportunity to describe the program in quantitative and usage terms. Programs attached to institutions usually have to submit similar kinds of information to their adminstrations on a regular basis. Thus, they may not want to use this instrument. For programs not attached to institutions which require such reporting, the Profile could be useful in several ways.

1. If filled in annually, it could provide a means of comparison of program trends and performance from one year to the next.

2. It suggests the kinds of information that funders usually require to make a decision as to whether funds should be granted or not.

3. If the kind of information requested in the Profile is not readily available, then the program may want to consider some adjustments or changes in record-keeping procedures.

4. When completed, the data could be used in program funding proposals, annual reports and other literature about the program.

5. If someone external to the program is invited in to do an evaluation, the kinds of information provided in the profile give a picture of program resources and activity which help interpret the program evaluation.

Interpretation and Application of the Results

The Program Evaluation process provides a means of identifying strengths and diagnosing possible weaknesses. The individual Tutor and Learner Questionnaires when aggregated provide a reality check on statement ratings in the Program Questionnaire. Sample cumulative comments sheets are provided in this kit for recording learners' responses, if you so desire. Also, a sample tally sheet for tutors' responses has been provided in the kit for your convenience. You can make extra copies or modify it for your own needs. It helps to provide a visual appraisal of weak and strong points.

Another way of handling the tutor ratings is on a numerical basis. This may have to be used for large numbers of respondents or where there is no clear clustering if you want to find the average rating in a given area. This is how you would make the computation. Suppose that you have fifteen tutors who respond to the Questionnaire and their ratings are as indicated below, to find the average rating you make the following calculations.

Rating	Number	Total	Calculation of Average Rating
5	II	2	2 X 5 = 10
4	IIIII	5	5 X 4 = 20
3	IIIIII	6	6 X 3 = 18
2	II	2	2 X 2 = 04
1	0	0	0 X 1 = 00
Total Responses =		15	Total = 52

Average rating = $\frac{\text{Total Rating Marks}}{\text{Total Responses}} = \frac{52}{15} = 3.5$

If there is a mismatch between tutors' ratings of a particular area and the rating in the same area of the Program Questionnaire, then some analysis has to be done to account for the discrepancy.

If there are no major discrepancies but ratings are low, or areas are missing, then some discussion about adjustments and priorities for the next year has to take place. This is where resourceful and imaginative planning come into play.

It is very easy, as one works through the Program Questionnaire to say "time and money" are what are required to help the program improve. While this will probably be true in many cases, it is too gross a simplification. A serious analysis of the program and the stated conditions may reveal several comparatively easy things which could be done with a little thought and planning. These may not necessarily require a great outlay of funds or personnel resources, but if implemented will show that the program has taken the results of the evaluation seriously.

For instance, if there are several volunteers waiting to be matched with a learner, are there some other ways they might be employed on the program to keep them interested in the program? Perhaps they could design some promotional material, or create some instructional games or devices. There may be some help they could give to the coordinator in the office. If the tutoring site is inaccessible to some learners because of weather conditions and distance, have you explored all possibilities within the community for a more accessible site whose use might be donated? Is record-keeping a weakness? Then making a start on improving in this area shows progress is being made.

Many of the things suggested in the conditions may never be possible in some situations. Larger programs have some advantage over smaller ones in the things that they may be able to accomplish. The point is, however, that you feel you are doing the best you can in your circumstances. Larger, well-established programs may suffer from other problems - complacency and insufficient follow-up or monitoring of matched pairs. The evaluation process here may lead to some brainstorming and new ways to rejuvenate aspects of the program.

After the realistic changes have been decided upon, you may indeed want to dream and develop proposals to sustain the program at a higher level. The evaluation should help you target the areas for growth and help in the development of a multi-year plan for funding proposals. Such proposals however need to be checked against your local community needs and circumstances. There is no point in doing a huge awareness campaign, for instance, unless you know you have the capacity to respond. Some coordinators are already stretched to the limits with the number of matched pairs they can comfortably handle and support. It would be irresponsible to add more pairs unless additional resources are assured. There is much talk about optimum ratios of matched pairs per coordinator. A general rule of thumb seems to be a maximum ranging from 25 to 40 pairs for one paid full-time equivalent staff person.

In the final analysis, how you use your results is for you to decide, but share your results with your administration or your sponsors. Discuss next steps with them. If everything turns out to be fine this year, share the good news too. Use your positive evaluation results as a lever for continued recognition of the program by the funders and sponsors.

SELECTED BIBLIOGRAPHY

A. Books, Kits, Reports

Adult Basic Education Handbook: A Resource for Administrators, Teachers and Counsellors. Portland: Northwest Regional Educational Laboratory, 1977.

Adult Basic Literacy Curriculum Guide and Resource Book. Victoria: Ministry of Advanced Education and Job Training, 1987.

Adult Literacy: Learner Events in British Columbia. Chilliwack: Fraser Valley College, 1988.

Bhola, H. S. Evaluating Functional Literacy. Amersham, Bucks: Hulton Educational Publications Ltd., in cooperation with the International Institute for Adult Literacy Methods, 1979.

Cameron, Joyce. A Guide for Tutoring Adult Literacy Students. Victoria: Ministry of Advanced Education and Job Training, 1988.

Charnley, A. H. and Jones, H. A. The Concept of Success in Adult Literacy. London: Adult Literacy and Basic Skills Unit, 1981.

Encyclopaedia of Educational Evaluation: Concepts and Techniques for Evaluating Education and Training Programs. San Francisco: Jossey-Bass, 1975.

Encyclopaedia of Educational Research. Fifth Edition. Volume 2. New York: Free Press, 1982.

Evans, P. et al. An Evaluation of the PALS Computer-Based Adult Literacy Program in the Saanich School District. University of Victoria, Saanich, 1988.

Good, M. and Holmes J. How 's It Going? An Alternative to Testing Students in Adult Literacy. London: Adult Literacy Unit, 1978.

Houle, C. O. The Design of Education. San Francisco: Jossey-Bass, 1972.

Jones, H. A. and Charnley, A. H. Adult Literacy: A Study of Its Impact. Leicester: National Institute of Adult Education, n.d. [1978].

Knox, Alan B. and Associates. Developing, Administering and Evaluating Adult Education. San Francisco: Jossey-Bass, 1980.

Lane, Martha A. (ed.) Handbook for Volunteer Reading Aides. Philadelphia: Lutheran Church Women, 1984.

Lerche, Renee S. (ed.) Effective Adult Literacy Programs: A Practitioner's Guide. New York: Cambridge, 1985.

Literacy Volunteers of America, Inc. Organizational Management Handbook. Syracuse: LVA, 1976.

Lyman, Helen Huguenor. Literacy and the Nation's Libraries. Chicago: American Library Association, 1977.

Mayer, Steven E. Guidelines for Effective Adult Literacy Programs. Minneapolis: Rainbow Research, Inc., 1984.

Mezirow, J., Darkenwald, G. G., Knox, A. B. Last Gamble on Education: Dynamics of Adult Basic Education: Washington: Adult Education Association of the U.S.A., 1975.

Project Excellence. Final Report. A Report on the Development and Field Testing of a State-Wide Evaluation System for Adult Education in the Commonwealth of Kentucky. Morehead State University, 1987. ED 289 992.

Thomas, Audrey M. (ed.) Canadian Adult Basic Literacy Resource Kit. Toronto: The Movement for Canadian Literacy, 1979.

B. Articles in Journals, Newsletters

Adult Literacy and Basic Skills Unit (ALBSU), London, UK:

"A Survey of Attainment and Progress of Students in Adult Literacy Schemes," 1981.

"Organizing Provision: Good Practice in Adult Literacy and Basic Skills: A Discussion Document," 1983.

"Supporting Volunteers in Adult Literacy and Basic Skills," 1986.

"Resourcing Adult Literacy and Basic Skills," 1987.

ALBSU Newsletters:

"Good Practice in Adult Literacy and Basic Skills Provision." No. 12, June/July, 1983.

"Working with Groups in Adult Literacy Schemes." No. 12, June/July, 1983.

"Working with Groups - Styles of Leadership." No. 13, Aug./Sept., 1983.

"Taking a Look at Volunteer Training." No. 21, Autumn, 1985.

"Improving the Quality of Basic Education." No. 23, Spring/Summer, 1986.

"Setting Standards." No. 25, Spring, 1987.

"Evaluating Effectiveness." No. 27, Autumn, 1987.

"Initial Assessment of Reading Skills." No. 27, Autumn, 1987.

"Staff Accreditation." No. 28, Winter, 1988.

"Assessing Reading Skills in an F.E. College." No. 29, Spring, 1988.

" A Workshop Approach to Basic Skills." No. 30, Summer, 1988.

"Assessing the Progress of Learners." No. 31, Autumn, 1988.

Boggs, David L. and Travis, George Y. "An Assessment of the Impact of Inservice Education in Adult Basic Education." Adult Literacy and Basic Education, Vol.7, No.1, 1983, pp. 30-38.

Boraks, Nancy and McLendon, Lennox. "Building Support Systems for Volunteer Tutors." Lifelong Learning, Vol. 10, No. 3, 1986, pp. 12-15, and 23.

Boraks, Nancy and Richardson, Judy S. "Teaching the Adult Beginning Reader: Research Based Instructional Strategies." Adult Literacy and Basic Eduction, Vol. 9, No. 3, 1985, pp. 131-142.

Brehm, Dorothy. "The Volunteer Tutoring Program at Portland Community College: A Service to the Community." Community and Junior College Libraries, Vol. 3(1), Fall 1984, pp. 25-33.

Brown, Barbara E. "Identification of Major Competencies ar ttributes Needed by Volunteer Literacy Tutors of Adults." Adult Literacy and Basic Education. Vol. 6, Spring 1982, pp. 27-34.

Cooper, Charles R. and Petrosky, Anthony R. "A Psycholinguistic View of the Fluent Reading Process." Journal of Reading, Vol. 20, No. 3, December 1976, pp. 184-207.

Diekhoff, George M. "An Appraisal of Adult Literacy Programs: Reading Between the Lines." Journal of Reading, Vol. 31, No. 7, April 1988, pp. 634-642.

Fingeret, Arlene. "Social Network: A New Perspective on Independence and Illiterate Adults." Adult Education Quarterly, Vol. 33, No. 3, pp. 133-145.

Heathington, Betty S., Boser, Judith A., and Salter, Thomas. "Characteristics of Adult Beginning Readers Who Persisted in a Volunteer Tutoring Program." Lifelong Learning, Vol. 7, No. 5, 1984, pp. 20-22, and 28.

Ilsley, Paul J. "Policy Formulation in Adult Literacy Voluntarism." Adult Literacy and Basic Education, Vol. 9, No. 3, 1985, pp. 154-162.

Johnson, Debra Wilcox. "Evaluation of Library Literacy Projects." Library Trends, Vol. 35, No. 2, Fall 1986, pp. 311-326.

Kazemek, Francis E. "Necessary Changes: Professional Involvement in Adult Literacy Programs." Harvard Educational Review, Vol. 58, No. 4, November 1988, pp. 464-485.

Matthews, A. J., Chute, A. and Cameron, C. A. "Meeting the Literacy Challenge." Library Trends, Vol. 35, No. 2, Fall 1986, pp. 219-241.

Meyer, Valerie, Keefe, Donald and Bauer, Gail. "Some Basic Principles of the Reading Process Required of Literacy Volunteers." Journal of Reading, Vol. 29, No. 6, March 1986, pp. 554-558.

Padak, Gary M. and Padak, Nancy D. "Guidelines and a Holistic Method for Adult Basic Reading Programs." Journal of Reading, Vol. 30, No. 6, March 1987, pp. 490-496.

Pratt, Daniel D. "Tutoring Adults: Toward a Definition of Tutorial Role and Function in Adult Basic Education." Adult Literacy and Basic Education, Vol. 7, No. 3, 1983, pp. 138-152.

"Quality Literacy Programs," Groundwork, Vol. 10, No. 1, December 1988, p. 15.

Quigley, Allan B. "Learning to Work with Them: Analyzing Nonparticipation in Adult Basic Education Through Resistance Theory." Adult Literacy and Basic Education, Vol. 11, No. 2, 1987, pp. 63-71.

Rigg, Pat and Kazemek, Francis. "For Adults Only: Reading Materials for Adult Literacy Students." Journal of Reading, Vol 28, No. 8, May 1985, pp. 726-731.

Sork, Thomas J. "The Post-Mortem Audit - Improving Programs by Examining Failures." Lifelong Learning, Vol. 5, No. 3, November 1981, pp. 6-7 and 31.

Willing, Delight C. "Program Evaluation as a Strategy for Program Improvement in Adult Basic Education." Lifelong Learning, Vol. 12, No. 4, 1989, pp. 4-5 and 23.

World Education, Inc. Boston, U.S.A. produces a bulletin Focus on Basics. Volume 2, No. 1, Fall 1988 featured different aspects of assessment.

Hemmendinger, Anna. "Research Within Reach: If Not a Test, Then What?" pp. 8-9.

Jurmo, Paul. "Out the In-Basket: Learners as Staff Recruiters and Trainers." pp. 10-11.

Lytle, Susan L. "From the Inside Out: Reinventing Assessment." pp. 1-4.

Wolfe, Marcie. "Effective Practice: A Progress Report from New York." pp. 5-7.

Adult Literacy Volunteer Tutor Program Evaluation Kit

PROGRAM QUESTIONNAIRE

Directions For Use

Note: It is recommended that all or parts of this questionnaire be completed in a participatory manner with program colleagues, tutors and/or learners. Allow two to three hours for the process.

There are three parts to this Questionnaire:

1) an identifying cover sheet;
2) the evaluation section which is the bulk of the instrument; and
3) a summary recording sheet.

The evaluation section has seventeen good practice statements labelled A to Q with four attached sections (a), (b), (c), and (d).

1. Read the statement and then look at section (a) and read through the conditions.

2. Check off in the spaces provided the conditions or elements which apply in your program, then move on to section (b).

3. Read through the rating statements in (b) and circle the statement which best applies to your program. If you think you belong between rating statements in some of the areas of practice, then give yourself an intermediate rating. For instance, you may have checked off all conditions in (a) but feel that you could do a better job, so you may want to give yourself a "4 1/2" and target some conditions for improvement in (c).

4. In (c) identify conditions that are met but need improving and conditions not met that you think you could introduce to your program in the next year. Be realistic, however. If you rate a "2" or "3", it may be impossible to reach a "5", even though that may be your ultimate aim.

5. In (d) you have to determine the steps to be taken and the resources required for the attainment of your objectives as outlined in (c).

6. When you have worked through the statements, you must then decide on your priorities for the coming year. The summary recording sheet may help you to focus on this task.

IDENTIFYING INFORMATION

Name of Program: _____

Sponsoring Organization: _____

Geographic area(s) served by program: _____

_____

_____

Date of this Evaluation: _____

Coordinator's Name: _____

Contact Address: _____

_____

_____

_____

Contact Telephone: _____

Participants in the Evaluation: _____

_____

_____

A. PHILOSOPHY

A quality adult literacy program has a clearly written philosophy or mission statement which is communicated to the people involved with the program and is reviewed regularly.

a) The following conditions support the above statement. Please check those which apply to your program.

___ Written statement is on file.
___ Content includes statements on:
- ___ target population,
- ___ needs of learners,
- ___ geographic area served,
- ___ ways of delivering the program,
- ___ instructional approaches, and
- ___ instructional materials.

___ Statement is reviewed regularly.
___ Statement is communicated to administrators or Board, staff and/or volunteers, and learners.

b) Given your response(s) in (a), circle the number of the following statement which best applies to your program.

5. Program meets all of the above conditions.
4. Written statement on file; reviewed and communicated as above, but content not as comprehensive.
3. Written statement on file and communicated to some groups mentioned above, but content not as comprehensive and not reviewed regularly.
2. Written statement on file.
1. No written statement.

c) Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?

_____
_____
_____
_____

d) What assistance will you require to accomplish the above?

_____
_____
_____
_____

B. PLANNING

A quality adult literacy program regularly plans and sets goals and objectives consistent with its philosophy. It carries out these activities in a participatory manner.

a) **The following conditions support the above statement. Please check those which apply to your program.**

___ Planning sessions are conducted at least once a year.
___ Staff, volunteers and learners participate in setting program goals and objectives.
___ Staff, volunteers, learners and community members are made aware of the goals for the current program year.
___ Progress towards goals is reviewed and results communicated to higher level administration or Board as well as to program participants.
___ A long-range plan is developed for future growth and direction based on community and program input.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.
4. Program meets four of the above conditions.
3. Program meets two or three of the above conditions but not all details within each condition.
2. Program meets only one of the above conditions.
1. Program meets none of the above conditions.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

C. COMMUNITY INVOLVEMENT AND LINKAGES

A quality adult literacy program is aware of the resources and needs of the community in which it is located. It establishes and maintains links with various referral sources and community agencies as well as other relevant educational programs and organizations. It regularly reviews its community and organizational relationships.

a) The following conditions support the above statement. Please check those which apply to your program.

___ Program staff (including volunteers) are aware of the impact of socio-economic, cultural, political and educational conditions on the community(ies) served by the program.
___ Community needs are assessed regularly.
___ The program realistically and clearly defines the target population with whom it will work, based on community needs and program resources.
___ The program has developed and maintains links with various community social service agencies and referral sources as well as other educational programs in the community.
___ Representatives of community groups are invited to participate in staff and/or tutor training events as well as tutor and/or learner recognition events.
___ The program is a member of, or linked to other literacy organizations (local, provincial, national, international).
___ The program regularly reviews its community and organizational relationships.
___ Community members are represented on the Board if the program is independent of an institution.

b) Given your response(s) in (a), circle the number of the following statement which best applies to your program.

5. Program meets at least seven of the above conditions.
4. Program meets six of the above conditions.
3. Program meets four or five of the above conditions.
2. Program meets two or three of the above conditions.
1. Program meets only one of the above conditions.

c) Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?

_____
_____
_____
_____

d) What assistance will you require to accomplish the above?

D. AWARENESS ACTIVITIES - Recruitment, Public Relations, Advocacy

A quality adult literacy program initiates a community awareness program to attract potential learners and volunteers and to gain support for the program and literacy issues from other sectors of the community.

a) **The following conditions support the above statement. Please check those which apply to your program.**

___ The program has determined which recruitment strategies are most successful for attracting potential learners.
___ The program has determined which recruitment strategies are most successful for attracting potential volunteers.
___ Recruitment strategies are implemented in accordance with program needs.
___ The experience of previous learners and tutors is used in creating awareness activities.
___ Contacts with relevant media and referral sources are made and maintained.
___ Program information is publicized regularly by means such as posters, brochures, newsletters and reports to relevant organizations and individuals.
___ The program undertakes an advocacy role in the community on literacy policy and support issues affecting adult learners.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.
4. Program meets five or six of the above conditions.
3. Program meets three or four of the above conditions.
2. Program meets two of the above conditions.
1. Program meets only one of the above conditions.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

E. ACCESS

A quality adult literacy program operates from an identifiable and accessible location. It provides flexible time and place arrangements for instruction and facilitates access to other learning opportunities.

a) **The following conditions support the above statement. Please check those which apply to your program.**

___ Program has advertised telephone number and hours to receive calls.
___ Location of office and/or learning centre is near target population.
___ Facilities are accessible for physically handicapped learners and volunteers.
___ Facilities are served by public transportation where available.
___ Instruction is offered at flexible hours.
___ Instruction is offered in a variety of locales to suit learner(s) and tutor(s).
___ Opportunities exist to introduce learners to other learning experiences such as small group work and other programs as desired.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.
4. Program meets five or six of the above conditions.
3. Program meets three or four of the above conditions.
2. Program meets two of the above conditions.
1. Program meets only one of the above conditions.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

F. FACILITIES AND EQUIPMENT

A quality adult literacy program operates in facilities which are comfortable, adequately serviced and equipped to meet administrative, instructional and program support needs.

a) **The following conditions support the above statement. Please check those which apply to your program.**

___ Office space is adequate.
___ Space for interviewing is available.
___ Meeting room(s) and/or tutoring space(s) is(are) available.
___ Space for resource materials display and storage is adequate.
___ Physical space is safe and free from health hazards.
___ Heating, ventilation and lighting are adequate.
___ Furnishings are adequate.
___ Washroom facilities are available.
___ Social lounge space is available.
___ Necessary instructional equipment (chalkboards, projectors, etc.) is provided.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.
4. Program has eight or nine of the above conditions.
3. Program has five or seven of the above conditions.
2. Program has three or four of the above conditions.
1. Program has less than three of the above conditions.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

G. ADMINISTRATION

A quality adult literacy program uses paid professional staff and is consistently well-managed and run.

a) **The following conditions support the above statement. Please check those which apply to your program.**

___ Paid staffing level is adequate for the program to meet community needs consistent with the program's philosophy statement.
___ Job descriptions of staff, including volunteer tutors and Board members are available.
___ Qualifications for staff, including volunteer tutors, are specified and are appropriate for the education of adults.
___ Specific commitments are required of volunteer tutors and learners and may be formalized in written agreements.
___ Individual tutor profile and performance records are kept.
___ Individual learner profile and assessment records which show learners' goals, progress and achievements are kept.
___ Confidentiality of learner and tutor records is assured.
___ Adequate bookkeeping and financial records are maintained.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.

4. Program meets six or more of the above conditions but not all details specified in each condition may be met.

3. Program meets three to five of the above conditions but not all details specified in each condition may be met.

2. Program meets three or more of the above conditions but has no paid staff.

1. Program has no paid staff and meets only one or two of the above conditions.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

H. PARTICIPATION

A quality adult literacy program encourages the participation of learners and volunteers in as many different aspects of the program as possible consistent with its philosophy.

a) **The following conditions support the above statement. Please check those which apply to your program.**

Learners and volunteers (or former learners and volunteers):

___ participate in program planning and review processes;
___ are represented on the program's Board of Directors or Advisory Committee;
___ participate in other committee structures if they exist;
___ are involved in community awareness activities;
___ participate in tutor training events as resource people;
___ help plan and participate in other program activities such as tutor and learner recognition events and publishing.
___ Previous and current learners are recruited as tutors or other program volunteers when applicable.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets at least six of the above conditions.
4. Learners and volunteers are involved in at least four or five of the above activities.
3. Learners or volunteers are involved in at least four or five of the above activities.
2. Learners and/or volunteers are involved in one to three of the above activities.
1. Learners and volunteers are not involved in any of the above activities.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

I. STAFF TRAINING AND DEVELOPMENT

A quality adult literacy program uses well-trained professional staff who keep up-to-date with developments in the field.

a) The following conditions support the above statement. Please check those which apply to your program.

The tutor-trainer/coordinator:

___ has university level training in the instruction of reading and writing;
___ has university level training in adult education;
___ has several years of practical experience in these fields;
___ has developed skills and knowledge in volunteer management;
___ pays continuing attention to how learners learn and communicates this knowledge to tutors;
___ reads relevant journals and new publications;
___ attends professional development events on a regular basis.

b) Given your response(s) in (a), circle the number of the following statement which best applies to your program.

5. Program meets all of the above conditions.

4. The tutor-trainer/coordinator has university training in one of the areas listed above; has acquired the necessary experience in the others through attending workshops and/or on-the-job training; and keeps up-to-date through reading relevant publications.

3. The tutor-trainer/coordinator has attended short courses on volunteer management or adult education and/or reading education; has related work experience; and keeps up-to-date through reading and/or attending workshops.

2. The tutor-trainer/coordinator has only been trained in the methodology of a specific program.

1. The tutor-trainer/coordinator has no training in relevant fields..

c) Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?

_____
_____
_____
_____

d) What assistance will you require to accomplish the above?

_____
_____
_____
_____

J. TUTOR TRAINING

A quality adult literacy program offers tutors a comprehensive training program which is presented using a variety of instructional techniques and group formats.

a) **In the list below, please check the topics or elements which are included in your training program.**

Tutor training includes:
___ history of and need for the local program;
___ the literacy situation elsewhere (province, Canada, etc.);
___ definitions of literacy;
___ program's philosophy or mission statement;
___ program's goals for current year;
___ program's expectations of volunteer tutors;
___ available resources and support services;
___ characteristics of adult learners;
___ how adults learn;
___ ethics of the tutoring relationship;
___ current knowledge about reading and writing processes based on research literature and practice;
___ use of different instructional strategies and techniques related to differences in adult needs, experiences, interests and learning styles;
___ how to plan tutoring sessions;
___ how to check on progress and evaluate learning;
___ how to use and or create instructional or other materials consistent with the program's philosophy;
___ supervised initial tutoring experiences;
___ use of a variety of instructional techniques and group formats to encourage trainee participation in the training.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program includes all of the above elements in its tutor training.
4. Training includes thirteen to sixteen of the above elements.
3. Training includes nine to twelve of the above elements.
2. Training includes five to eight of the above elements.
1. Training includes less than five of the above elements.

c) **What steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) What assistance will you require to accomplish the above?

K. VOLUNTEER TUTOR SUPPORT SERVICES

A quality adult literacy program provides a broad range of support services for its volunteer tutors.

a) **The following conditions support the above statement. Please check those which apply to your program.**

Support services for volunteer tutors include:
___ initial interview with program coordinator;
___ orientation to program;
___ initial training period;
___ compatible matching with learner(s);
___ in-service training events;
___ ongoing monitoring of progress of pair, especially in early stages;
___ recognition events;
___ a newsletter;
___ other networking activities (e.g. "buddy" system, meetings);
___ available supplies and instructional materials;
___ resource centre of materials and journals for tutors to browse or borrow;
___ regular contact with volunteers waiting to be matched with a learner.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.

4. Program provides nine to eleven of the above services (including five of the first six).

3. Program provides six to eight of the above services (including four of the first six).

2. Program provides three to five of the above services.

1. Program provides less than three of the above services.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

L. LEARNER ASSESSMENT

A quality adult literacy program uses a variety of flexible, learner-centred assessment procedures when learners enter the program, while they are being tutored and when they leave the program.

a) **The following conditions support the above statement. Please check those which apply to your program.**

A program staff person:
___ conducts an initial interview and orientation session with potential learner;
___ identifies any special learning needs among potential learners;
___ makes any necessary referrals to other programs and/or agencies;
___ considers intitial assessment results when selecting a tutor for the learner.

Learners are involved in:
___ assessing their own needs;
___ setting their own learning goals and objectives;
___ designing assessment procedures.

While learners are in the program:
___ progress and achievement checks related to learners' goals and objectives are built into the tutoring sessions;
___ new goals and objectives may be defined as former ones are attained;
___ if progress is not being made, referrals may be made to learning specialists.

When learners leave the program:
___ assessment is based on the attainment of learner-stated goals;
___ assessment is also based on learners' progress and changes in other areas such as self-esteem, body language, new uses of literacy, social achievements;
___ assessment may also be based on testing procedures required by the program in specific content or skill areas.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.

4. Assessment procedures in place involve the learner(s) and are conducted on entry, during and when the learner leaves the program, but practices are not as detailed as those outlined above.

3. Assessment procedures are carried out at least twice during a program year.

2. The program uses only standardized procedures for determining what progress has been made (e.g. standardized tests, number of skill books worked through, etc.)

1. No assessment is carried out at any time.

c) Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?

_____
_____
_____
_____

d) What assistance will you require to accomplish the above?

_____
_____
_____
_____

M. LEARNER SUPPORT SERVICES

A quality adult literacy program provides a broad range of support services for its learners.

a) **The following conditions support the above statement. Please check those which apply to your program.**

Support services for learners include:
___ information about counselling and referral services;
___ information about financial services;
___ supplies and resource materials made available;
___ regular follow-up during tutoring period especially in first few weeks or months and for "no-shows";
___ provision of opportunities for learner networking;
___ publication of learners' writing;
___ involvement of former learners to assist current learners.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.
4. Program provides five or six of the above services.
3. Program provides three or four of the above services.
2. Program provides only one or two of the above services.
1. None of the above support services are provided.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

N. INSTRUCTIONAL STRATEGIES

A quality adult literacy program uses instructional strategies which help adult learners progress towards their learning goals.

a) **The following conditions support the above statement. Please check those which apply to your program.**

Instructional strategies should:
___ be built around the needs, interests and learning style of the learner;
___ take into account the learner's prior experience and knowledge;
___ take into account the initial assessment results;
___ build in progress checks;
___ acknowledge the learner's achievements;
___ encourage discussion and critical thinking;
___ present reading and writing skills and strategies as parts of an integrated communication process;
___ encourage the learner's creative writing;
___ recognize modifications required due to age or physical limitations.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.
4. Instructional strategies include seven or eight of the above conditions.
3. Instructional strategies include five or six of the above conditions.
2. Instructional strategies include three or four of the above conditions.
1. Instructional strategies include only one or two of the above conditions.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

O. MATERIALS

A quality adult literacy program uses a wide variety of instructional materials appropriate for adults and consistent with the program's philosophy, as well as a wide variety of supplementary support and resource materials.

a) **The following conditions support the above statement. Please check those which apply to your program.**

___ A wide variety of "real life" instructional materials is used.
___ Materials are adult-oriented.
___ Materials are free of bias (sex, ethnic and age).
___ Materials are up-to-date.
___ Canadian content materials are present.
___ Materials encourage meaningful discussion and critical thinking.
___ Materials are easy to use.
___ Materials are attractive.
___ A wide variety of appropriate supplementary materials is available.
___ New purchases of materials are made as required.
___ The program produces its own materials - from learners and/or tutors.
___ Materials are reviewed regularly.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.
4. Program meets nine to twelve of the above conditions.
3. Program meets five to eight of the above conditions.
2. Program meets less than four of the above conditions.
1. Program uses only a prescribed set of workbooks, readers or computer programs.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) **What assistance will you require to accomplish the above?**

_____
_____
_____
_____

P. PROGRAM EVALUATION

A quality adult literacy program engages in ongoing evaluation to assure program effectiveness and involves learners, tutors, staff and other interested parties in the process.

a) **The following conditions support the above statement. Please check those which apply to your program.**

___ Program annually assesses the extent to which learners have achieved their goals.
___ Results are compiled to show the progress made by learners still in the program and those who have "graduated".
___ Reasons for those who have dropped out are known.
___ Information is compiled on tutors' contributions to the program, their performance and willingness to continue.
___ Other necessary information to assess program performance is compiled from appropriate sources.
___ Learners' and tutors' opinions on the program are sought by appropriate means (e.g. questionnaires, interviews).
___ Annual review of all program operations (e.g. A to Q) is undertaken in a participatory process.
___ Results are analyzed and priorities for the next year are decided on.
___ Plans are made to seek the resources or make the adjustments necessary to implement the priorities.
___ Annual report produced and distributed to interested participants and community members.

b) **Given your response(s) in (a), circle the number of the following statement which best applies to your program.**

5. Program meets all of the above conditions.
4. Program meets eight or nine of the above conditions.
3. Program meets five to seven of the above conditions.
2. Program meets three or four of the above conditions.
1. Program meets less than three of the above conditions.

c) **Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?**

_____
_____
_____
_____

d) What assistance will you require to accomplish the above?

Q. FUNDING

A quality adult literacy program has adequate, ongoing funding to provide the necessary resources for staffing, facilities, materials and other support services the program needs to fulfill its mission.

Before completing this section, think back to your responses to the other statements in this Questionnaire.

a) The following conditions support the above statement. Please check those which apply to your program.

___ Funds are adequate for required staffing levels.
___ Funds are adequate for required facilities.
___ Funds are adequate for supplies, resource materials and any instructional equipment deemed necessary for the program according to its philosophy.
___ Funds are adequate for public awareness activities.
___ Funds are available to cover support services for tutors and other volunteers (as in K).
___ Funds are available to cover support services for learners (as in M).
___ Funding is assured on a regular basis.
___ No fees charged for tuition.
___ Funds are available to offer financial assistance to learners and tutors for transportation costs and babysitting expenses.
___ Funds are available for program expansion when required.
___ A diversified financial support base has been developed if the program is independent of an institution.

b) Given your response(s) in (a), circle the number of the following statement which best applies to your program.

5. Program meets all of the above conditions.
4. Eight or more of the above conditions apply.
3. Five to seven of the above conditions apply.
2. Three or four of the above conditions apply.
1. Only one or two conditions apply.

c) Given your response in (b), what steps could you realistically expect to accomplish within the next year to improve in this area?

_____
_____
_____
_____

d) What assistance will you require to accomplish the above?

SUMMARY OF PROGRAM EVALUATION RATINGS

Good Practice Statement	Current Rating Result (1-5)	Rating Aim For Next Year (1-5)
A. Philosophy		
B. Planning		
C. Community Involvement and Linkages		
D. Awareness Activities		
E. Access		
F. Facilities and Equipment		
G. Administration		
H. Participation		
I. Staff Training and Development		
J. Tutor Training		
K. Volunteer Tutor Support Services		
L. Learner Assessment		
M. Learner Support Services		
N. Instructional Strategies		
O. Materials		
P. Program Evaluation		
Q. Funding		

Date of Evaluation: _____

PRIORITIES FOR NEXT PROGRAM YEAR

Component (A - O)	Current Rating	Rating Aim For Next Year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

PROGRAM PROFILE

1. Name of Program: _____

2. Sponsoring Organization: _____

3. Date of this evaluation: _____

4. Coordinator/Director's Name: _____

5. Address: _____

   _____

   _____

6. Telephone: _____

7. Geographic Location(s) of Program: _____

8. Relation of literacy program to larger organization:

   a) part of existing educational institution (specify)

   _____

   b) affiliated with national literacy organization such as Frontier College, Laubach, LVA (specify)

   _____

   c) related to other organizations such as public library, workplace, prison, etc.(specify)

   _____

   d) independent in community with own Board of Directors/Management Committee (specify)

   _____

9. Year program started: _____

10. Number of months program operates in a year: _____

Staffing

11. How many paid staff are involved with the program as:

a) Coordinators/organizers? Part-time ___ Full-time ___

b) Instructors? Part-time ___ Full-time ___

c) Clerical/support? Part-time ___ Full-time ___

d) Other (specify) _____

12. How many paid hours per week are spent on the program by the following categories of staff:

a) Coordinators/organizers? ___ Total hours

b) Instructors? ___ Total hours

c) Clerical/support? ___ Total hours

d) Other (specify) ___ Total hours

_____

13. What is the estimated percentage of paid time staff members work in the following activities over a typical program year?

a) Publicity and recruitment ___ % time
b) Orientation and interviews ___ % time
c) Initial training ___ % time
d) Matching and placement ___ % time
e) Continuing advice and support ___ % time
f) In-service training ___ % time

g) Other (specify) _____

_____ ___ % time

Total 100 %

14. In a typical program month, how many hours of volunteer time is contributed to the program by paid staff?

a) Coordinators/organizers ___ Hours
b) Instructors ___ Hours
c) Clerical/support ___ Hours

15. a) How many initial tutor-training sessions are offered during a program year? ___

b) How many volunteers are currently tutoring? ___

Of these:

i) How many have been trained in this program year? ___
ii) How many were previously trained by the program? ___

c) How many volunteers are trained and waiting to be matched with a learner? ___

d) How many volunteers are waiting for training? ___

16. Indicate by a check mark how the tutors are used and estimate current percentage working in each category.

a) one-to-one tutoring in matched pair(s) ___ %
b) one-to-one tutoring on drop-in basis ___ %
c) one to small group tutoring ___ %
d) other (please specify) ___ %

_____ Total 100 %

17. a) Indicate average number of hours of tutoring per month per learner in your program. ___ Hours

b) How many volunteer hours per month are spent by volunteers on program tasks other than tutoring? ___Hours

Learners

18. How many learners currently in the program:

a) are being tutored? ___ Male ___ Female ___ Total
b) are waiting for service? ___ Male ___ Female ___ Total

19. a) Please describe your **target** population _____

_____

_____

b) From the following list of descriptors, select the categories which best describe your **current** learner population and give estimated percentage of learners in the selected categories.

_____ general adult population	_____ low-income adults
_____ employees at a workplace site	_____ ex-offenders
_____ immigrants (ESL learners)	_____ inmates
_____ natives	_____ physically disabled
_____ street kids	_____ mentally disabled
_____ youth drop-outs	_____ learning disabled
_____ other (specify below)	

_____

_____

20. How many learners from the last program year:

a) are continuing in the program? _____

b) met their goals and left the program? _____

c) left the program because of changed situation or obstacles (e.g. health, move, job, child care, etc.)? _____

d) left because program not meeting their needs? _____

e) left program - reasons not known? _____

Total learners in last program year (a to e) _____

Funds

21. a) Indicate total program budget for current year: _____

b) Indicate major funding source(s): _____

_____

c) Is funding assured on a regular basis? __ Yes __ No

d) If no, is next program funding assured? __ Yes __ No __ Don't Know

TUTOR QUESTIONNAIRE

Directions For Use

The aim of this questionnaire is to help the program improve its practice by getting your opinions. The results will help program staff to plan any necessary changes and may be used to seek further funds and other resources.

There are three parts to this Questionnaire:

1) a cover sheet requiring brief factual information;
2) a central section consisting of six statements (A to F) against which you are asked to appraise your program; and
3) an end sheet for open comments about your own experience and about the program.

The six statements have been chosen from a larger program evaluation questionnaire and most directly affect tutors. The statements and conditions reflect what is currently considered to be good practice in the adult literacy field by practitioners and researchers.

There are three sections (a), (b) and (c) after each statement.

1. Read the statement then read the list of conditions which follow in (a).
2. Check off the elements or conditions which apply. Then move on to (b).
3. Consider carefully your rating in (b). You may circle an intermediate position between two numbers if you wish. Then, go on to (c).
4. In (c) indicate any conditions which you think could be improved based on your experience. If some items in the list are missing from your program but you think it would improve the program to have them included, then indicate that in (c).

If a statement or conditions do not apply, or you do not know whether a condition is present, indicate that on the sheet.

BASIC INFORMATION

1. Name of Program: _____

2. Date of this evaluation: _____

3. Length of time in this program: _____

4. How did you find out about this program? _____

   _____

5. Please check the category (or categories) which best fits (fit) your position in the program:

   a) one-to-one tutoring in matched pair (s) ____

   b) one-to-one tutoring on drop-in basis ____

   c) tutoring a small group of learners ____

   d) other (specify) _____

   _____

6. How many learners do you currently tutor? _____

7. Where do you tutor? _____

8. How many hours a week do you spend:

   a) in preparation for your tutoring session ____ Hours

   b) in tutoring ____ Hours

   c) in travelling - if significant ____ Hours

A. TRAINING

A quality adult literacy program offers tutors a comprehensive training program which is presented using a variety of instructional techniques and group formats.

a) **In the list below, please check the topics or elements which were included in your training program.**

Tutor training program included:

1. _____ history of and need for the local program;
2. _____ the literacy situation elsewhere (province, Canada, etc.);
3. _____ definitions of literacy;
4. _____ program's philosophy or mission statement;
5. _____ program's goals for current year;
6. _____ program's expectations of volunteer tutors;
7. _____ available resources and support services;
8. _____ characteristics of adult learners;
9. _____ how adults learn;
10. _____ ethics of the tutoring relationship;
11. _____ current knowledge about reading and writing processes based on research literature and practice;
12. _____ use of different instructional strategies and techniques related to adult differences in needs, experience, interests and learning styles;
13. _____ how to plan tutoring sessions;
14. _____ how to check on learners' progress and evaluate learning;
15. _____ how to use and/or create instructional materials or other materials (e.g. learners' writing);
16. _____ supervised initial tutoring experiences;
17. _____ training presented using a variety of techniques and formats which encouraged active participation of tutors.

Other (specify)

18. _____ _____

b) **How would you rate the overall quality of the training you have received? Please circle the appropriate number on the scale below.**

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

c) **Which of the numbered items in checklist (a) above do you feel need to be improved? (Please make any additional relevant comments or suggestions below or on the back of this sheet.)**

_____

_____

B. TUTOR SUPPORT SERVICES

A quality adult literacy program provides a broad range of support services for its volunteer tutors.

a) **In the list below, please check the conditions which apply to your program.**

Support services for volunteer tutors include:

1. _____ initial interview with program coordinator;
2. _____ orientation to program;
3. _____ initial training period;
4. _____ thoughtful matching with learner(s);
5. _____ in-service training events - essential;
6. _____ in-service training events - optional;
7. _____ ongoing support and monitoring provided by program staff;
8. _____ available supplies and instructional materials;
9. _____ resource centre of materials and journals for tutors to browse and or borrow;
10. _____ recognition events for tutors;
11. _____ newsletters for tutors;
12. _____ other networking activities - "buddy system" e.g. pairing of experienced and inexperienced tutors or pairing of new tutors;
13. _____ financial help, if required, for transportation;
14. _____ financial help, if required, for babysitting or child care.

b) **How would you rate the overall quality of the tutor support services in your program? Please circle the appropriate number on the scale below.**

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

c) **Which of the numbered items in checklist (a) above do you feel need to be improved? (Please make any additional relevant comments or suggestions below or on the back of this sheet.)**

_____

_____

_____

_____

C. PARTICIPATION

A quality adult literacy program encourages the participation of learners and volunteers in as many different aspects of the program as possible consistent with its philosophy.

a) In the list below, please check the items which apply to your program.

1. _____ Volunteers participate in program planning and review processes.
2. _____ Tutors and other program volunteers are represented on program's Board of Directors or Advisory Committee, if in existence.
3. _____ Tutors participate in committee structures, if in existence.
4. _____ Tutors and other program volunteers are involved in community awareness activities for the program.
5. _____ Former or current experienced tutors participate in tutor training events as resource people.
6. _____ Tutors are involved in other program activities such as:

   (i) _____ recognition and/or social events,
   (ii) _____ writing and/or producing materials,
   (iii) _____ newsletter production.

7. _____ Learners are involved in above activities (specify numbers).

_____

b) How would you rate the overall level of tutor participation in your program activities? Please circle the appropriate number on the scale below.

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

c) Which of the numbered items in checklist (a) above do you feel need to be improved? (Please make any additional relevant comments or suggestions below or on the back of this sheet.)

_____

_____

_____

_____

D. MATERIALS

A quality adult literacy program uses a wide variety of instructional materials appropriate for adults consistent with the program's philosophy, as well as a wide variety of supplementary support and resource materials.

a) **In the list below, please check the conditions which apply to your program.**

1. _____ A wide variety of "real life" instructional materials is used.
2. _____ Materials are adult-oriented and interesting to students.
3. _____ Materials are free of bias for: __ sex __ age __ race.
4. _____ Canadian content adequately represented.
5. _____ Materials are appropriate to language level of learners.
6. _____ Materials encourage meaningful discussion and critical thinking.
7. _____ Materials are up-to-date.
8. _____ Materials are easy to use.
9. _____ Materials are attractive.
10. _____ Program generates its own materials:

    (i) _____ learner-produced,
    (ii) _____ tutor-produced.

11. _____ A wide variety of supplementary materials is available:

    (i) _____ newspapers
    (ii) _____ magazines
    (iii) _____ books
    (iv) _____ audio-visual resources
    (v) _____ other (specify) _____

b) **How would you rate the overall quality of the materials available in your program? Please circle the appropriate number on the scale below.**

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

c) **Which of the numbered items in checklist (a) above do you feel need to be improved? (Please make any additional relevant comments or suggestions below or on the back of this sheet.)**

_____

_____

_____

E. INSTRUCTIONAL STRATEGIES

A quality adult literacy program uses instructional strategies which help adult learners progress towards their learning goals.

a) In the list below, please check the conditions which apply to your experience in the program.

1. _____ Learner's initial assessment results are used in planning learner's program.
2. _____ Learner participates in setting objectives for sessions.
3. _____ Tutoring session planned with learner's needs and learning style uppermost.
4. _____ Tutoring session takes into account learner's interests when planning lesson and selecting materials.
5. _____ Learner's prior knowledge and experience built upon in tutoring sessions.
6. _____ Progress and achievement checks built into sessions.
7. _____ Achievements of learner are applauded.
8. _____ Opportunities for discussion and critical thinking are encouraged whenever possible.
9. _____ Reading and writing skills and strategies are presented as parts of an integrated communication process.
10. _____ Learner's creative writing is encouraged where possible.
11. _____ Clear records are kept on learner's progress.
12. _____ Referral can be made to learning specialist if progress not being made in relation to goal achievement.

b) How would you rate your use of instructional strategies in relation to the above list? Please circle the appropriate number on the scale below.

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

c) Which of the numbered items in checklist (a) above do you feel need to be improved? (Please make any additional relevant comments or suggestions below or on the back of this sheet.)

_____

_____

_____

_____

F. ADMINISTRATION

A quality adult literacy program uses paid professional staff and is consistently well-managed and run.

a) In the list below, please check the conditions which apply to your program.

1. _____ Staff are flexible, empathetic and professional.
2. _____ Internal communications in program are good.
3. _____ Program has defined qualifications for volunteer tutors.
4. _____ Program provides job descriptions for volunteer tutors.
5. _____ Program requires specific commitment from volunteer tutors.
6. _____ Volunteer tutors keep records of time and other contributions to the program for program administration.
7. _____ Staff available for discussion when problems arise.
8. _____ Program linked to other community agencies and referral sources.
9. _____ Community members invited to program events.

b) How would you rate the overall quality of the administration of your program? Please circle the appropriate number on the scale below.

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

c) Which of the numbered items in checklist (a) above do you feel need to be improved? (Please make any additional relevant comments or suggestions below or on the back of this sheet.)

G. **OPEN COMMENTS** - (e.g. How do you feel you have changed or grown through your tutoring experience? Level of satisfaction. Will you continue next year? etc.)

H. Are there any aspects of the program, not covered by this questionnaire which you would like to comment on? (e.g. Particular strengths or any special problems of program).

Adult Literacy Volunteer Tutor Program Evaluation Kit

TUTOR QUESTIONNAIRE - TALLY SHEET

Directions

For each tutor questionnaire:

a) enter rating for each statement (A-F) with mark in relevant space in column 1; and

b) enter check marks for each statement (A-F) against relevant numbers in column 2 for numbered items seen as needing improvement.

Good Practice Statement	Column 1 Quality			Column 2 Improvement Needed		
	Rating	Number	Total	Numbered Items in Checklist		
A. TRAINING	5			1	7	13
	4			2	8	14
	3			3	9	15
	2			4	10	16
	1			5	11	17
				6	12	
B. TUTOR SUPPORT SERVICES	5			1	6	11
	4			2	7	12
	3			3	8	13
	2			4	9	14
	1			5	10	
C. PARTICIPATION	5			1	6i	
	4			2	6ii	
	3			3	6iii	
	2			4	7	
	1			5		
D. MATERIALS	5			1	7	11i
	4			2	8	11ii
	3			3	9	11iii
	2			4	10i	11iv
	1			5	10ii	11v
				6		
E. INSTRUCTIONAL STRATEGIES	5			1	6	
	4			2	7	
	3			3	8	
	2			4	9	
	1			5	10	
F. ADMINISTRATION	5			1	6	
	4			2	7	
	3			3	8	
	2			4	9	
	1			5		

CUMULATIVE COMMENTS SHEET(S)

Statement A - Training _____

_____

_____

_____

Statement B - Tutor Support Services _____

_____

_____

_____

Statement C - Participation _____

_____

_____

_____

Statement D - Materials _____

_____

_____

_____

Statement E - Instructional Strategies _____

_____

_____

_____

Statement F - Administration _____

_____

_____

_____

Other _____

_____

_____

_____

LEARNER QUESTIONNAIRE

The purpose of these questions is to find out what you think about this program. Other people in the program are being asked questions as well. Your answers will help to improve the program.

BASIC INFORMATION

1. Name of Program: _____

2. Date this questionnaire filled out: _____

3. How long have you been part of the program? _____

4. How many tutors have you had in this program? _____

5. Where do you go for your lessons or tutoring sessions?

   _____

6. How much time do you spend each week:

   a) working on your lessons with your tutor or instructor? _____ Hours

   b) working on your lessons on your own? _____ Hours

PROGRAM EVALUATION

1. How did you hear about this program? _____

_____

_____

2. Was it easy to find out how to get into the program?

___ Yes ___ No

3. Did the program coordinator make you feel comfortable at your first meeting?

___ Yes ___ No

Any comments on questions 1, 2 and 3?

_____

_____

_____

_____

4. Do you have any problems getting to your tutoring place?

___ Yes ___ No ___ Sometimes

If so, what are they? _____

_____

_____

5. Is the place where you receive your tutoring OK?

___ Yes ___ No

If no, what changes would you like to see? _____

_____

_____

6. If you need help, does your program give you the information you need about:

   a) counselling
   ___ Yes ___ No ___ Don't Know

   b) finances
   ___ Yes ___ No ___ Don't Know

   c) other community services
   ___ Yes ___ No ___ Don't Know

   d) other educational progams
   ___ Yes ___ No ___ Don't Know

7. Apart from your lessons, does the program give you a chance to take part in other activities such as:

   a) Meetings to talk about the program?
   ___ Yes ___ No ___ Don't Know

   b) Meetings with other learners?
   ___ Yes ___ No ___ Don't Know

   c) Writing stories or other materials?
   ___ Yes ___ No ___ Don't Know

   Other (explain) _____

   _____

   _____

8. If you answered "No" to any of the above, do you think it would be a good idea for learners to take part in these activities? Please comment.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

9. Who do you talk to if you have problems with your lessons?

a) your tutor ___ Yes ___ No
b) other learners ___ Yes ___ No
c) other program staff ___ Yes ___ No
d) other (specify)

_____

10. (a) What kinds of things have you read as part of your program? Please check the items that apply in the list below.

___ books ___ my own writing
___ magazines ___ other learners' writing
___ newspapers ___ my tutor's writing
___ letters ___ stories
___ other (specify)

_____

(b) What kinds of things would you like to read?

_____

_____

(c) Does the program have enough materials for you to read on your own?

___ Yes ___ No

Any comments on questions 6 to 10? _____

_____

_____

_____

_____

_____

_____

11. (a) Do you discuss your ideas about issues with your tutor or instructor?

___ Every Lesson ___ Sometimes ___ Never

(b) Do you feel you are making progress with each lesson?

___ Every Lesson ___ Sometimes ___ Never

(c) What tells you how you are doing? _____

_____

_____

(d) Do you help decide what you do in your lessons?

___ Every Lesson ___ Sometimes ___ Never

(e) If you have been working on a one-to-one basis with a tutor, would you next like to work with other learners in a small group?

___ Yes ___ No ___ Don't Know

Any comments? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

12. Check the areas in which your skills have improved since coming to the program.

_____ read for enjoyment
_____ read newspaper and or magazines
_____ read to children
_____ read instructions on labels and forms
_____ read letters
_____ read recipes
_____ read notes at work
_____ read signs in stores and streets
_____ use telephone book
_____ use dictionary
_____ read bus and other timetables
_____ use roadmaps

_____ can print
_____ can write
_____ can sign cheques, etc.
_____ can make a list
_____ can fill out forms
_____ can keep my own journal
_____ can write letters
_____ can write a story or poem
_____ can take notes
_____ can write reports for work
_____ can correct my own writing

_____ spelling
_____ listening
_____ concentrating
_____ discussing
_____ studying
_____ arithmetic
_____ other areas (specify) _____

_____

13. What other things have changed in your life as a result of coming to this program?

_____

_____

_____

_____

14. (a) Are you learning what you want to learn?

___ Yes ___ No

(b) What else would you like to learn? _____

_____

_____

_____

15. What changes would you like to see to improve the program?

_____

_____

_____

_____

_____

Any final comments? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LEARNER QUESTIONNAIRE - TALLY SHEET

Directions: For most questions, stroke marks can be made in the space provided and the total number of responses added up and placed after "N =" or in the 'N' column where that is provided.

D. Awareness Question #1

Heard about program from: _____

_____

_____

E. Access Question #2

Easy? Yes _____ N = _____

No _____ N = _____

G. Contact with Administration Question #3

Comfortable? Yes _____ N = _____

No _____ N = _____

Comments: _____

_____

_____

_____

_____

_____

E. Access Question #4

Problems? Yes _____ N = _____

No _____ N = _____

Specifics: _____

_____

_____

F. Facilities Question #5

OK? Yes _____ N = _____

No _____ N = _____

Problems: _____

_____

_____

_____

M. Support Services Question #6

	Yes	No	Don't Know
counselling	N =	N =	N =
finances	N =	N =	N =
other community	N =	N =	N =
other education	N =	N =	N =

H. Participation Questions #7, #8, #9

Question #7

	Yes	No	Don't Know
a) Meetings for Program	N =	N =	N =
b) Meetings of learners	N =	N =	N =
c) Writing activities	N =	N =	N =

d) Other (specify) _____

_____

_____

_____

Question #8 Comments _____

_____

_____

_____

_____

Question #9 Problems with lessons. Talks to:

	Yes	No	Don't Know
a) tutor	N =	N =	N =
b) other learners	N =	N =	N =
c) other staff	N =	N =	N =

d) other (specify) _____

_____

_____

O. Materials Question #10

a) Have read N

- Books _____ ____
- Magazines _____ ____
- Newspapers _____ ____
- Letters _____ ____
- Own writing _____ ____
- Other learners' writing _____ ____
- Tutor's writing _____ ____
- Stories _____ ____
- Other (specify) _____

_____

b) Would like to read: _____

_____

_____

c) Enough materials?

Yes _____ N = ____

No _____ N = ____

Comments? Questions 6 - 10

_____

_____

_____

_____

N. Instructional Strategies Question #11

a) Discuss ideas: Every lesson _____ N = ____

Sometimes _____ N = ____

Never _____ N = ____

b) Progress each lesson:

Every lesson _____ N = ____

Sometimes _____ N = ____

Never _____ N = ____

d) Decide what to do:

Every lesson _____ N = ____

Sometimes _____ N = ____

Never _____ N = ____

c) Indicators of progress: _____

_____

_____

_____

e) If one-to-one, work in small group:

Yes _____ N = ____

No _____ N = ____

Don't Know _____ N = ____

L. Assessment Question #12

Reading:	N
- enjoyment	____
- newspapers	____
- to children	____
- instructions	____
- letters	____
- recipes	____
- notes at work	____
- signs	____
- telephone book	____
- dictionary	____
- timetables	____
- roadmaps	____
Writing	
- print	____
- write	____
- sign cheques	____
- make lists	____
- fill forms	____
- keep journal	____
- letters	____
- story/poem	____

N

- notes _____ ____
- work reports _____ ____
- correct _____ ____

Other reading and writing (specify) _____

_____

_____

_____

- spelling _____ ____
- listening _____ ____
- concentrating _____ ____
- discussing _____ ____
- studying _____ ____
- arithmetic _____ ____

Other (specify) _____

Question #13 Other changes _____

_____

_____

_____

_____

_____

Question #14 Would like to learn _____

_____

_____

_____

_____

P. Program Evaluation Question #15

Changes/Comments _____

EVALUATION FORM

Your response to the following brief evaluation will assist us in providing resources which are appropriate to your needs. Please complete this form and return it to the Centre for Curriculum and Professional Development. Thank you, your participation is appreciated.

Respondent Information
Name
Organization
Address

Content		
Is the content generally appropriate? Comments:	Yes ___	No ___
Are there sections which should be changed, added or deleted? Comments:	Yes ___	No ___

Format

Are there any changes to the format of the text and questionnaires which would make the kit more useful? Yes ___ No ___
Comments:

Are there any changes to the format of the book which would make the kit more useful? Yes ___ No ___
Comments:

We are considering providing sets of multiple copies of the questionnaires. If we were to make such a product available, would you be interested in purchasing packages? Yes ___ No ___
If yes, please indicate which one of the following sets would be most useful:

10 copies each of the Tutor and Learner Questionnaires and 1 Program Questionnaire ___
15 copies each of the Tutor and Learner Questionnaires and 1 Program Questionnaire ___
20 copies each of the Tutor and Learner Questionnaires and 1 Program Questionnaire ___

Overall Impression

Please summarize your overall impression of this kit.

Please return this form to:

Centre for Curriculum and Professional Development
Fifth Floor, 1483 Douglas Street
Victoria, B.C. V8W 3K4

Queen's Printer for British Columbia©
Victoria, 1989

Queen's Printer for British Columbia©
Victoria, 1989

M29-2260

BEST COPY AVAILABLE